

# Analysis of pedagogical theory and practice of professionally oriented foreign language teaching for non-linguistic specialties

According to National Standard of Education of the Republic of Kazakhstan number 5.04.019 – 2011, in the curriculum and curriculum of non-linguistic (technical and vocational) schools, disciplines that implement the norms of existing laws are necessarily included.

The mandatory component of the cycle of basic disciplines includes the discipline “Professionally-oriented foreign language” in the amount of at least 2 credits (90 academic hours).

# Development of professionally oriented foreign language education

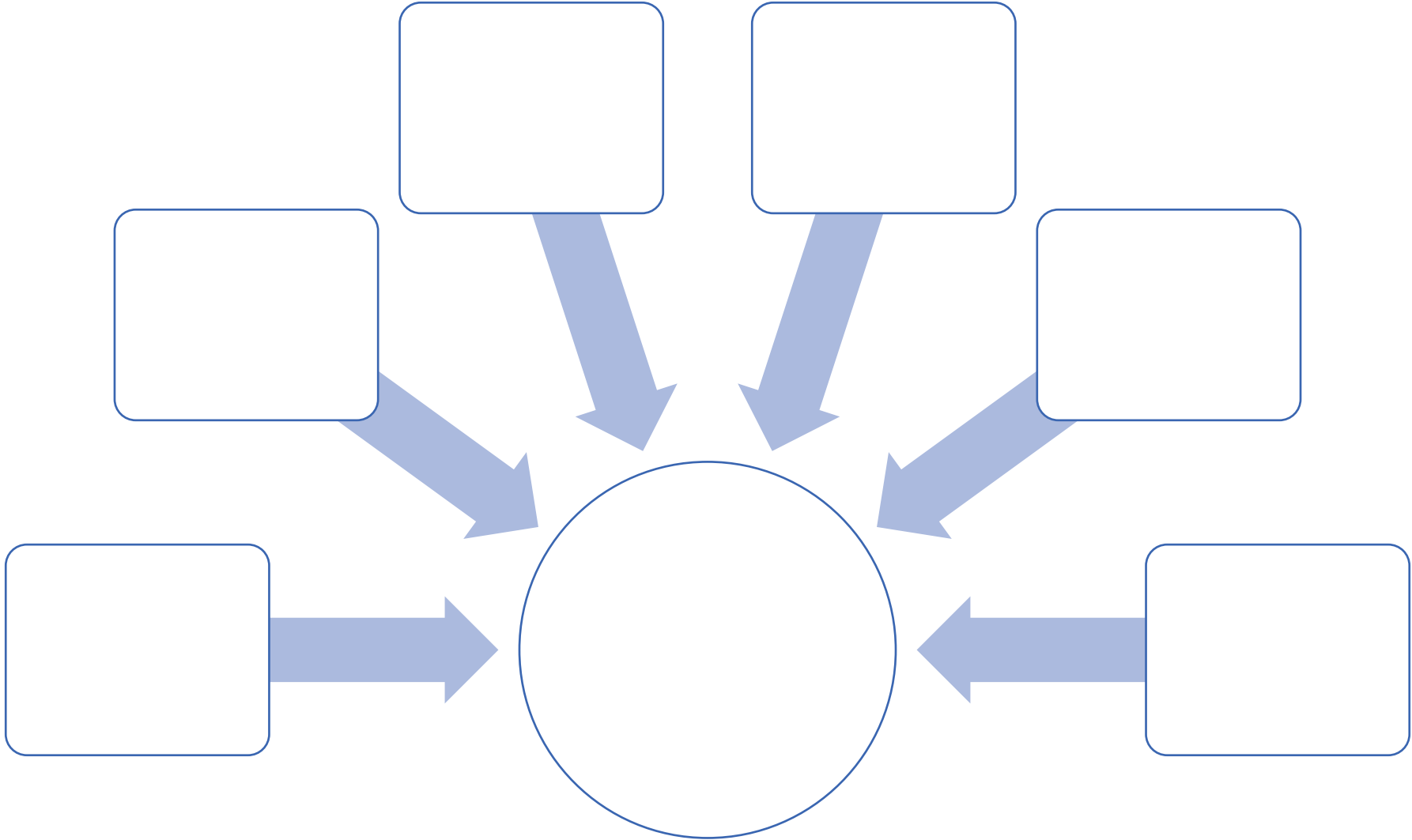
- Intercultural Competence
  - Nowadays
- Language for Specific Purposes
  - 90s of 20<sup>th</sup> century
- the discipline “foreign language” in the formation of specialists’ qualification
  - 70-80s of the XX century
- country-specific commentary
  - 70s of the XX century
- specialized macro-language
  - 50s of the 20th century

Taking into account the “Concept of the Development of Foreign Language Education of the Republic of Kazakhstan”, a foreign language for specific purposes is used in order to train professionally oriented communication within a specific specialty and form the professional readiness of a future specialist in non-linguistic higher educational institutions. According to modern trends, the change of the subject of a **“foreign language” to integrated language and culture teaching in the form of a complex concept of “foreign language education”** necessitates a revision of the subject of **“professionally oriented language” to “professionally oriented foreign language education”**, where the main emphasis is placed on professional foreign language training of subject matter experts. ”

# Cognitive lingua-cultural approach



# Basic features of the formation of professionally oriented foreign language competence of IT students



## Basic features of the formation of professionally oriented foreign language competence of IT students

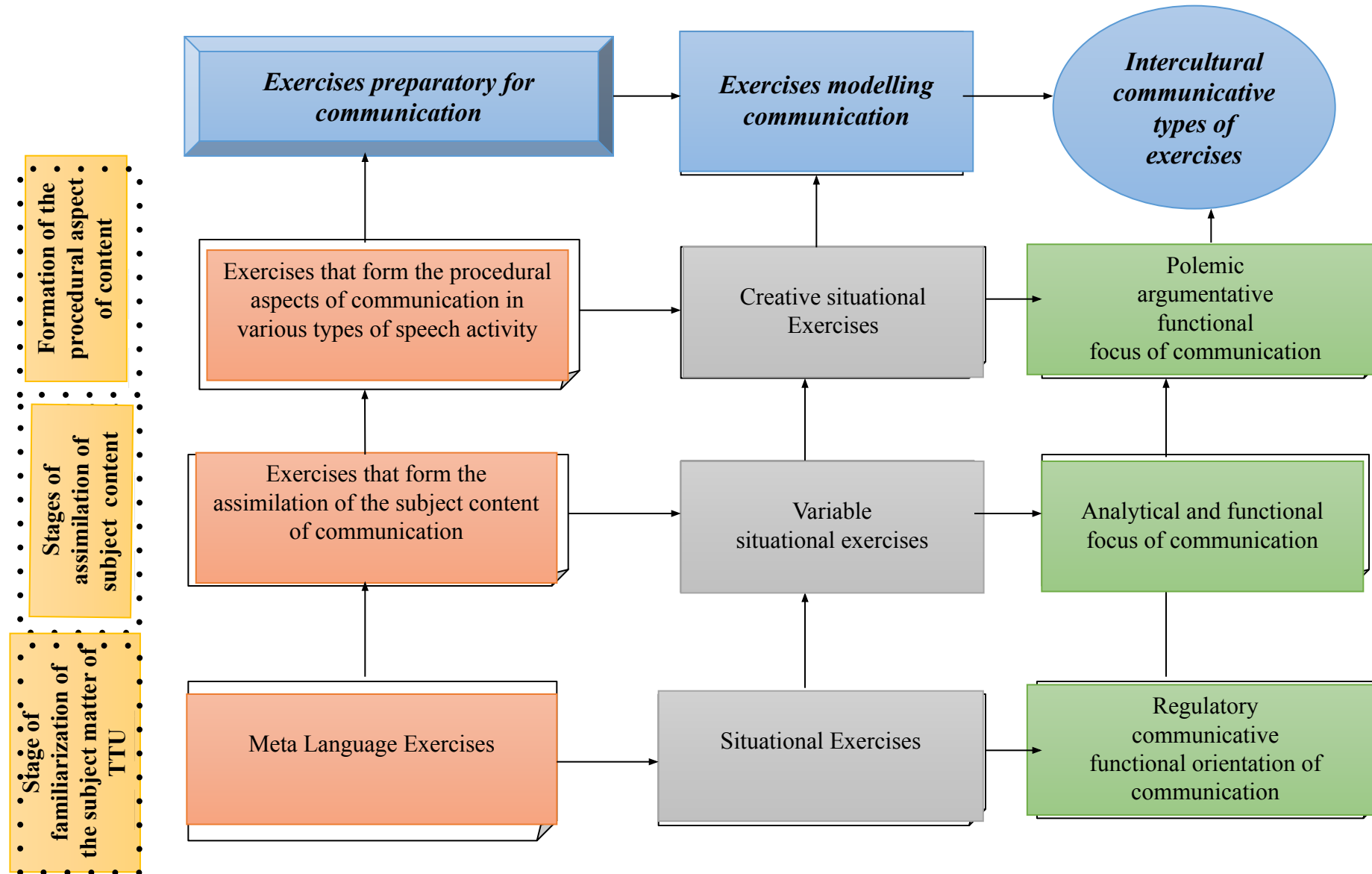
L.V. Zemnukhova identifies the personal qualities of IT professionals according to the criteria developed by her, which determine the characteristics of the field of information technology. According to the author, specialists in the field of information technology:

- 1) navigate in some related areas;
- 2) are carriers of their own culture due to their involvement in global networks and communications, working with the latest products and establishing contacts with foreign countries;
- 3) have a high level of mutual understanding within the sphere, since the main language of programming and technical support is English;
- 4) own labour motivation, initiative, diligence and perseverance [26; p.402-420].

Table 1.2 List of competencies, personal qualities, behavioural and communicative strategies required in foreign language professional and scientific activities of TVE in the field of information technology

C 1.1	have the skills of speaking and writing in a foreign language for working with scientific texts and public speaking
C 1.2	speak a foreign language (including knowledge of grammar, vocabulary, phonetics, as well as pragmatic and discursive aspects) at the C1 level
C 1.3	speak a foreign language to a degree sufficient for successful communication with educated native speakers both in written and in oral form, including on professional topics
C 1.4	speak professional terminology in computer science/information technology and is able to teach computer science/information technology in a foreign language in accordance with existing education standards in Kazakhstan and European trends
C 1.5	apply knowledge about the features of non-verbal communication and behaviour patterns adopted in a foreign language environment in the practice of communication
C 1.6	create own texts in a foreign language, orally and in writing, in accordance with the conditions of communication and the situation
C 1.7	own the necessary minimum of sociocultural knowledge of the countries of the language being studied
C 1.8	able to apply sociocultural knowledge about the countries of the studied language with the aim of successful communication and processing of information in a foreign language
C 1.9	understand and respect the linguistic diversity and multiculturalism of society
C 1.11	compose the text of the resume, cover letter; to be interviewed for employment in an international or foreign IT company/organization
C 1.12	able to work in a team as part of group research projects in IT companies/organizations
C 1.13	make a report to the English-speaking audience on ways to solve various scientific and practical problems in the field of information technology at scientific conferences, symposia, thematic forums; defend point of view and discuss the results of the study in an open discussion
C 1.14	create abstracts, annotations and texts of scientific articles for international and foreign journals in the field of information technology
C 1.15	own effective conflict resolution strategies for professional or scientific activities in the IT environment

# System of exercises based on CLC by S.S.Kunanbayeva



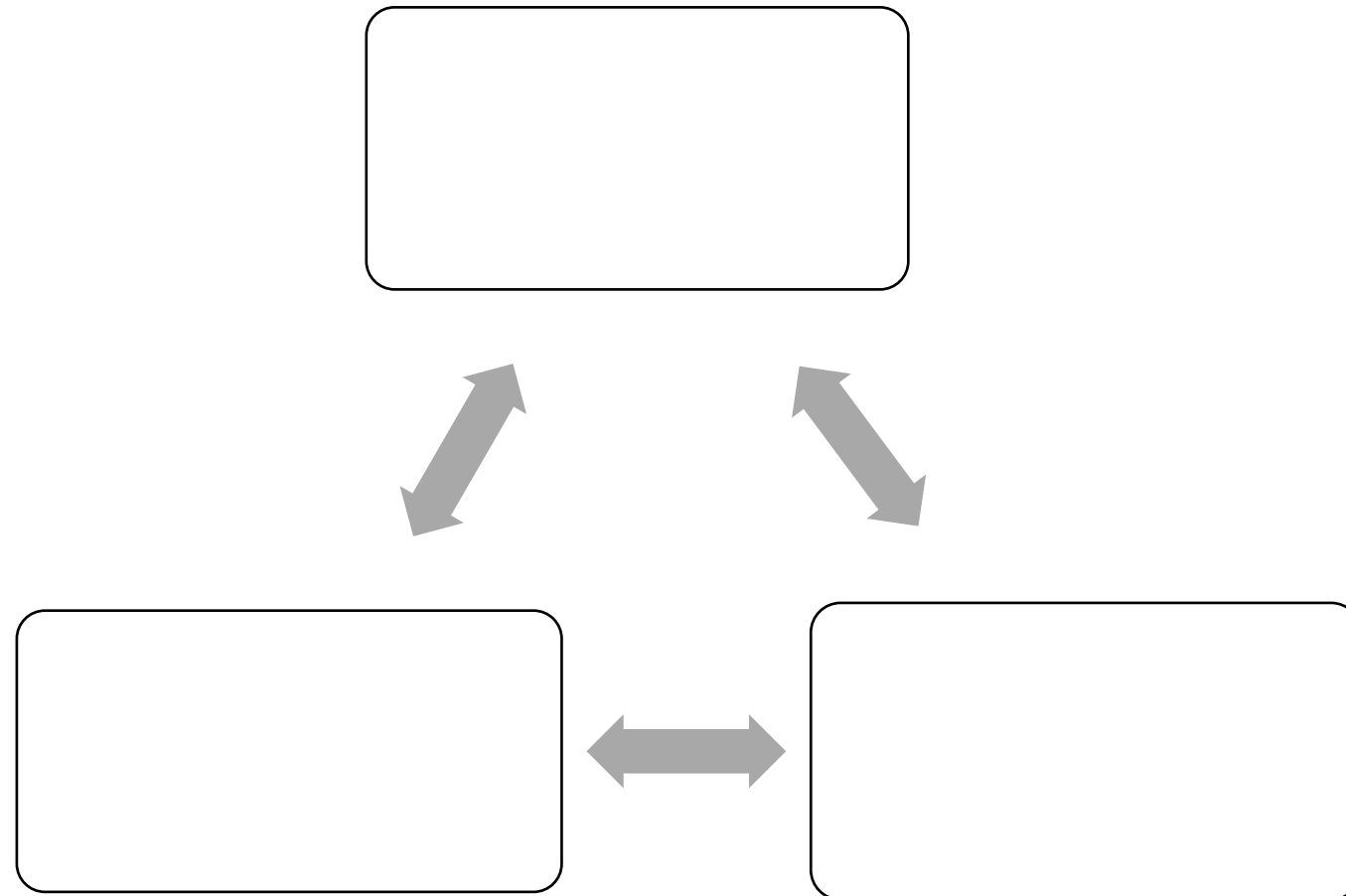


## Basic principles

1. Accounting for professionally significant personal qualities, intellectual characteristics and motivational characteristics of students
2. Taking into account the specifics of foreign language education
3. The predominance of tasks aimed at acquiring students the experience of effective foreign language activities in professional and scientific contexts
4. Professionally personal development of students through the implementation of interdisciplinary linkages in educational material
5. The focus of the educational process on the acquisition by students of socially valuable personality traits in the framework of intercultural professional and scientific interaction
6. Methodologically expedient combination of independent educational activity and pedagogical management

# Criteria and pedagogical conditions for the formation of a professionally oriented foreign language competence of IT students

The term “criterion” means a sign on the basis of which an assessment, definition or classification of something is made. These may be dependent variable characteristics that are supposedly the most appropriate for solving any problems [41; p.623].



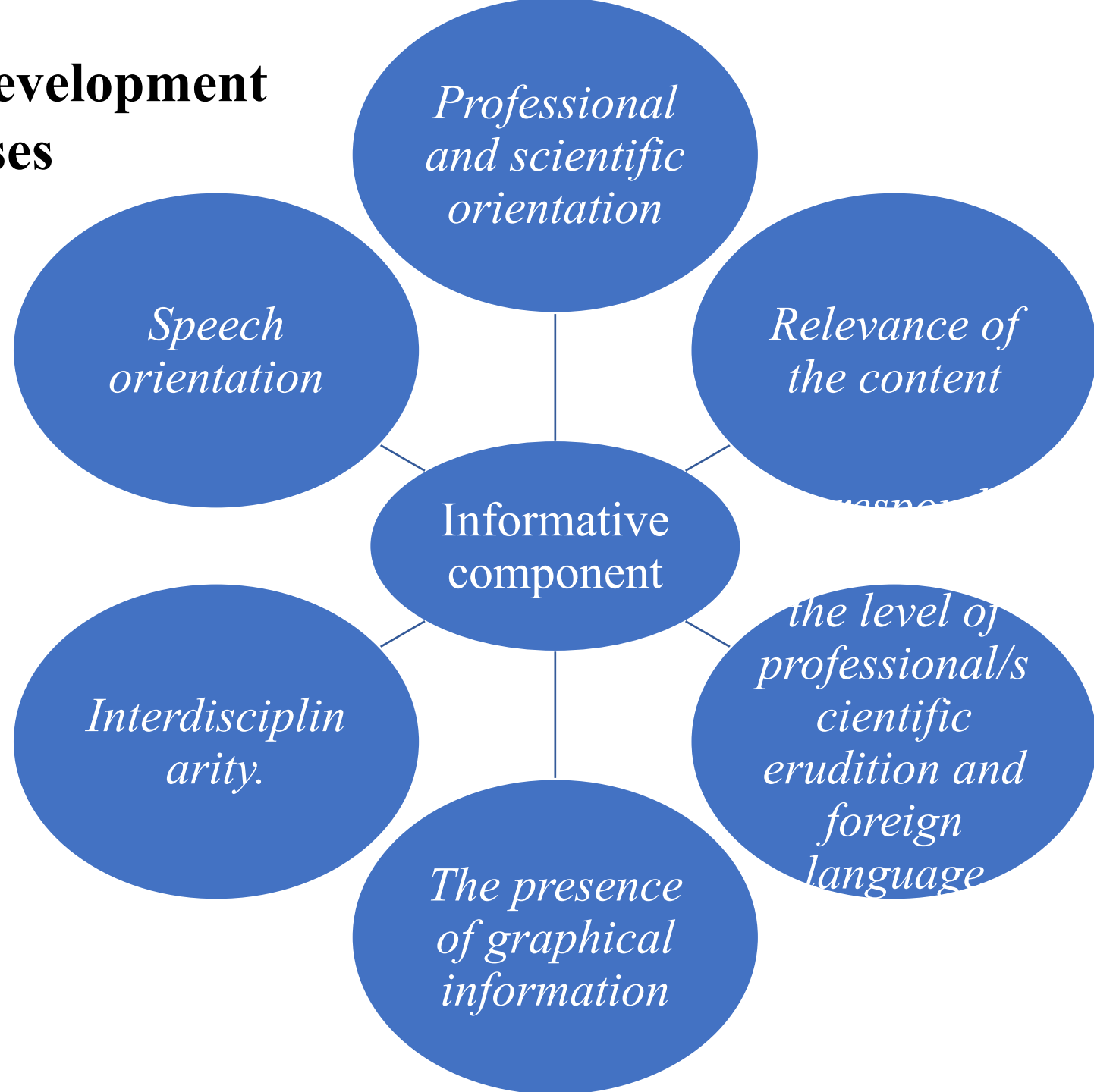
# Conditions of professionally oriented foreign language education

*orientation of students*

*activization of practice-oriented activities*

*introducing students to practice-oriented activities*

# Criteria used for the development of the system of exercises



A system of exercises for the formation of professionally oriented foreign language competence of IT students on the basis of cognitive lingua-cultural complexes

**Topic: Websites/ Websites security**

## Stage 1

*Exercises for the formation of metalanguage skills for the use of definitions*

Read this text about different types of website. Answer these questions.

### TYPES OF WEBSITE – A GUIDE FOR WEBSITE DESIGNERS

The purpose of an organisational website is to inform about an idea or event. Companies develop commercial websites to sell products or services. Entertainment websites are designed to entertain or provide fun activities. People visit news websites to obtain information. The purpose of a personal website is to provide information about an individual. Social networking websites help people to exchange personal information. Educational websites aim to share knowledge and enable online learning.

1. Why do people visit organisational websites?
2. Why do people visit company websites?
3. Why do people visit entertainment websites?
4. Why do people visit news websites?

*Exercises to control the understanding of objects, concepts and the reproduction of definitions in specified contexts*

Go around the class and ask five students to name the websites they visit and use at home. Write down a website for each of the four headings 1-4 in the table.

Interviewee name	Interviewee uses this websites to:			
	entertain	get news	research/study	shop
a)				
b)				
c)				
d)				
e)				

Present the information you collected to the group. Which are the most popular websites for each heading?

*Exercises and CT on the reproduction of definitions and their expanded interpretation in the mode of solving disparate communicative tasks*

## Exercise 1

Look at the websites and answer these questions.

1. What are the websites?
2. Do you use these websites? Why/Why not?
3. What is the purpose of each website: sell, inform, share, educate?
4. What are the main features of each website?
5. Think of two more websites that have the same purpose. Are they different to the ones below? Why?

The screenshot shows the Longman Dictionary of Contemporary English entry for 'carrot'. The page has a dark blue header with the Longman logo and search bars. The word 'carrot' is displayed in a large font. Below it, there is a blue bar indicating the source: 'From Longman Dictionary of Contemporary English'. Related topics are listed as 'Plants, Food, dish'. The word is pronounced as /'kærət/ and is classified as a noun. The first definition is: '[countable, uncountable] a long pointed orange vegetable that grows under the ground'. There are audio icons for 'grated carrots' and 'carrot juice'. The second definition is: '[countable] informal something that is offered to someone in order to try and persuade them to do something'. An example sentence is: 'They have refused to sign the agreement despite a carrot of £140 million.' The third definition is: '→ carrot and stick'. On the right side, there is a yellow box with '10/10 Exercises', social media icons for Facebook and Twitter, and a 'More results' section with 'carrot and stick' and a link to 'See all results'. An image of three carrots is also present.

The screenshot shows the homepage of The Times newspaper. The masthead reads 'THE TIMES' with the date 'MONDAY JANUARY 6 2020'. There are 'Log in' and 'Subscribe' buttons in the top right. The main feature is a large advertisement for 'From fashion to food'. The ad text says: 'Get inspiration and discover the latest trends with 30 days' unlimited digital access.' Below this is a blue button that says 'START YOUR FREE TRIAL'. The background of the ad shows models in red dresses. On the right side, there is a partial view of another ad for 'One month free trial'. At the bottom, there are small text links: 'The ups and downs of Downing Street', 'Know the score', and 'From fashion to food'.



## Exercise 2

Work in pairs

Student A is the website developer. Student B is the customer. Ask and answer questions about website requirements. Swap roles.

*Example: A: What is the name of your company?*

*B: It's called/Its name is ... .*

Sample questions:

- What is the name of your company?
- What is the business type?
- What is the purpose of your website



## Exercise 3

Complete this text with the words in the box.

After that    Finally    First    Next    Secondly    Then    Thirdly

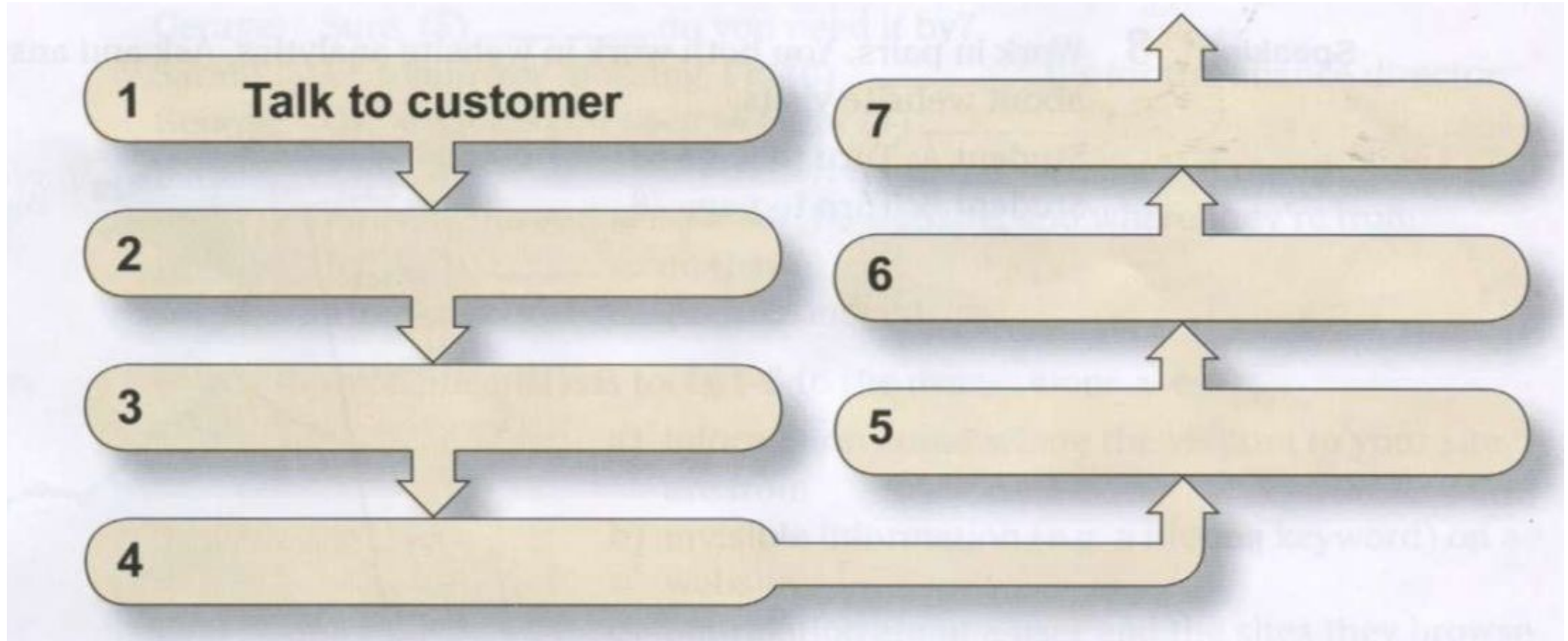
### The steps in website development

- (1) \_\_\_\_\_ , discuss with the customer their requirements and the target audience. Find out what features and number of pages they want on their site. (2) \_\_\_\_\_ , analyse the information from the customer. (3) \_\_\_\_\_ , create a website specification. (4) \_\_\_\_\_ design and develop the website. (5) \_\_\_\_\_ , assign a specialist to write the website content. (6) \_\_\_\_\_ give the project to programmers for HTML coding. (7) \_\_\_\_\_ , test the website.

After you publish the website, update and maintain it on an ongoing basis. Monitor customer use.

## Exercise 4

Work in pairs. Complete the flowchart to show the website development process.



Describe the website development process to another pair in your own words.

## Stage 2

*Exercises for logical and semantic interpretation of information (the presentation stimulates the search and use of additional information)*

### Scenario

You are working for SpiderWeb designs as a junior website analyst/designer. You have been asked to prepare a website for a new client who owns a Massage company called Massage4U.





## Exercise 1

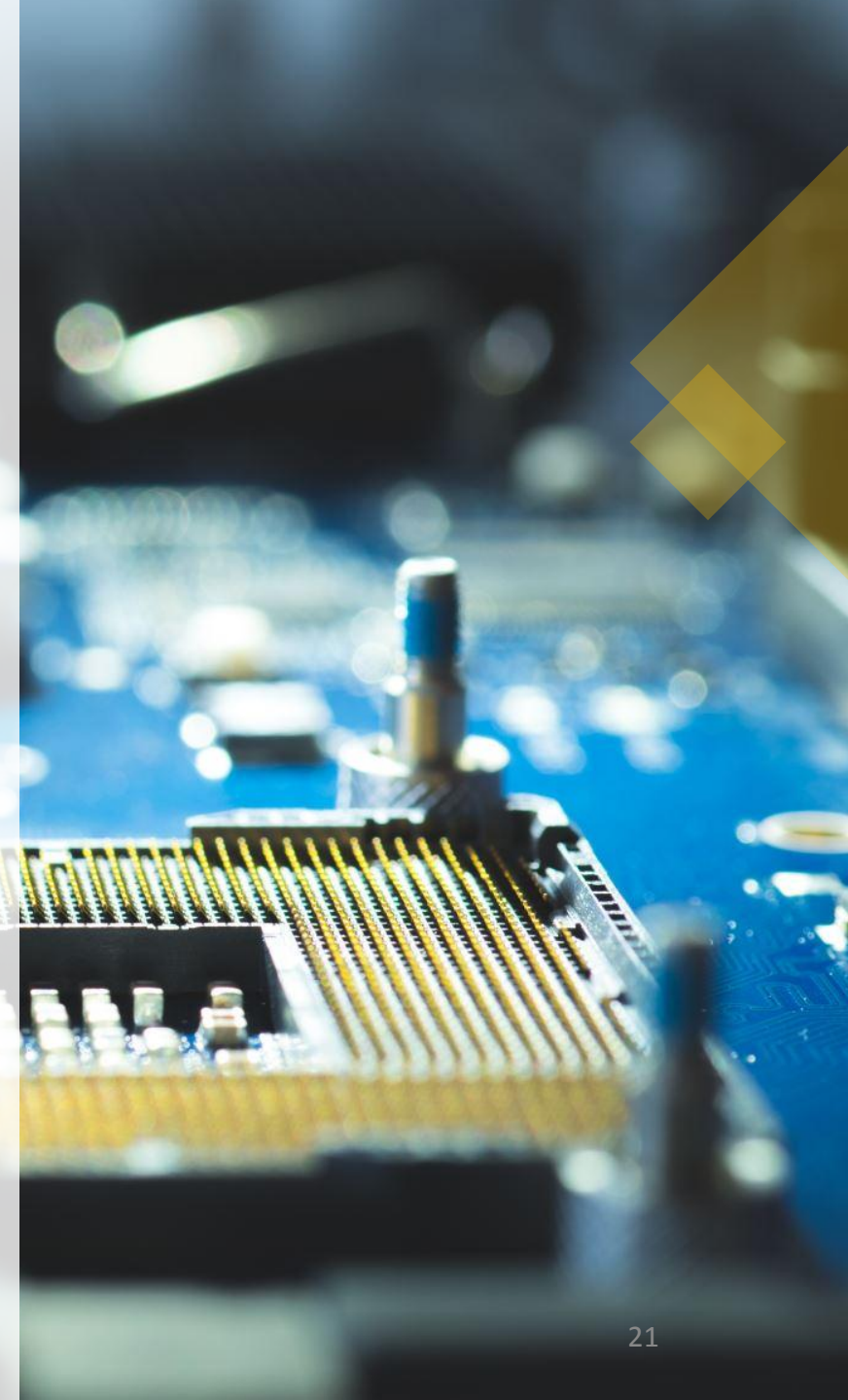
Compose a brief outline of the web architecture and components which allow the internet and websites to function. You need to make sure that they have all the components needed to operate a website, produce a brief outline of the web architecture and components which enable Internet and web functionality. This should include:

### **Web architecture:**

- Internet service providers
- Web hosting services
- Domain name
- Domain structure
- Registrars
- WorldWide Web

### **Components:**

- Web servers
- Mail servers
- Proxy servers
- Routers
- Browsers





## Exercise 2

Focus on the user and server side factors which affect website performance. You need to know what can affect the performance of a website and write a report that would address the following aspects:

### **What host server side factors can affect the performance of the site:**

- Web server capacity (available bandwidth)
- Number of hits
- file types (bitmap, vector, jpg, gif, wav, mp3; avi, swf)

### **What issues users visiting the site may have:**

- download speed
- PC performance factors (browser, cache memory, processor speed)

*Exercise on the development of skills of search, accumulation and synthesis of information on given microtopics*

Choose any article/non-fiction literature and make an analysis of it:

- point out the learning objectives of the reading
- identify the sub-areas covered in reading
- find the keywords and make a summary of the reading material
- prepare possible pre-reading exercises, comprehensive questions and topics for discussion



## *Exercise on analytical-semantic and evaluative-critical information processing*

The Internet provides a wide variety of opportunities for communication and development, but unfortunately it also has its dark side.

Make a critical analysis on the status of internet crimes and legal reforms in Kazakhstan:

- a) Crackers, or black-hat hackers
- b) Internet based crimes: scam, phishing and piracy
- c) Malware: viruses, worms, trojans and spyware

**You also need to produce a report which shows the security risks involved in website performance:**

This should include:

- hacking
- viruses
- identity theft

**Add to the report the security protection mechanisms that need to be in place. This should include:**

- Firewalls
- Secure Socket Layers (SSL)
- Strong passwords



## *Exercises and CT that form the skills of a functionally adequate speech reaction*

### **Exercise 1**

You work as an IT help desk technician. You are responsible for these tickets from colleagues in your company. Read the tickets. What are the problems?

Help Desk ticket	
Date	10.11
Name	Ben
Problem	I can't print out.
Contact	0504446231
Service Person	You

Help Desk ticket	
Date	11.11
Name	Clare
Problem	I can't connect to the network.
Contact	0504445558
Service Person	You

Help Desk ticket	
Date	12.11
Name	Simone
Problem	My computer fan is very noisy.
Contact	0504446553
Service Person	You

## Exercise 2

Choose one of the Help Desk tickets from 1. Write questions for the fault diagnosis and possible solutions.

*Example:*

*Is there an error message on your screen?*

*What does it say?*

*Have you tried restarting your computer?*

Service Report	
Date	
Name	
Fault diagnosis questions	
Possible solutions	

Work in pairs. Roleplay the conversations about the problems. Student A is the help desk technician and Student B is the colleague.

## *Exercise and CT forming skills of persuading influence and implementation of pragmainstallation*

Read this list of rules for using a company computer. Which ones do you follow? Why?

### **COMPUTER DOS AND DON'TS**

Things you should do:

- Run Scandisk regularly to check and repair your file systems.
- Connect all peripherals before you switch the computer on.
- Keep your keyboard and screen clean.
- Keep CDs and DVDs in covers and hold them by the edge when using.
- Always shut down your laptop computer first if you need to move it.
- Secure your hardware from sudden power surges.

Things you should not do:

- Do not disconnect the keyboard, mouse, monitor, printer or any peripheral if the PC is on.
- Don't eat food or drink near the keyboard and computer. Don't blow smoke over your PC.
- Don't move or lift your desktop computer when it's on. Don't drop your laptop.
- Don't clean your hardware with a household polish or cleaner.
- Don't turn your computer off for lunch breaks.
- Don't load unauthorised software.

What is the most important rule you can give about computer use? Work in pairs. Practise giving advice to each other.

*Example:*

- *Always ...*
- *You should ....*
- *If I were you I would/wouldn't....*
- *If I were in your shoes/position I would...*
- *You had better/ you'd better.....*
- *You should...*
- *Your only option is to....*
- *Why don't you....?*
- *Have you thought about....?*
- *Have you tried...?*

## Stage 3

*Exercises that form the procedural aspects of communication in various types of speech activity*

Student A

1 Call the IT help desk. You cannot access mail server. Ask for help. You changed your password last week.

Student B 1

Help Student A with the problem. The mail server asks for a username and password. Has Student A used the wrong password?

Student A

2 Help Student B with the problem. At the moment the Internet connection is down. Try again later.

Student B

2 Call the IT help desk. You cannot access the Internet at the moment. Ask for help.

Student A

3 Call the IT help desk. You can't print out on network. Ask for help.

Student B

3 Help Student A with the problem. There is a new default printer.

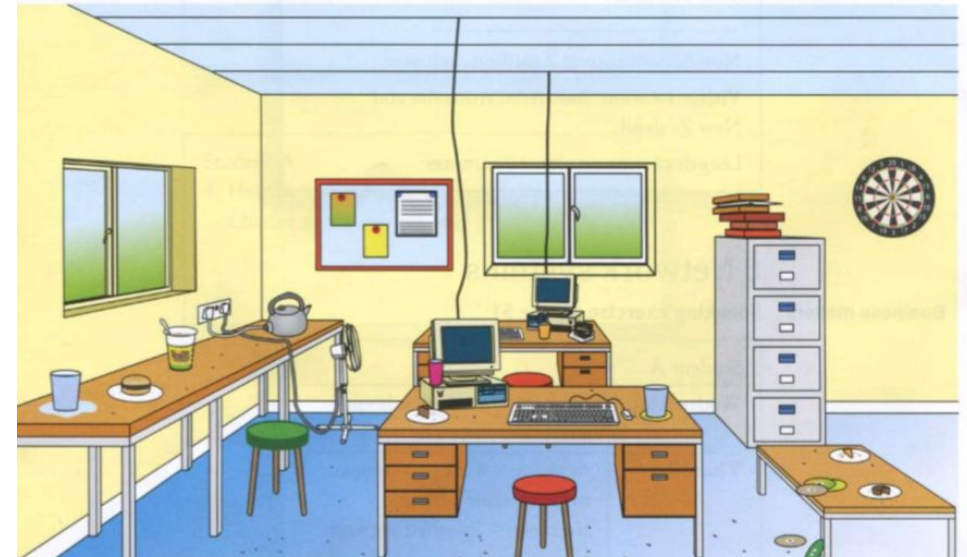
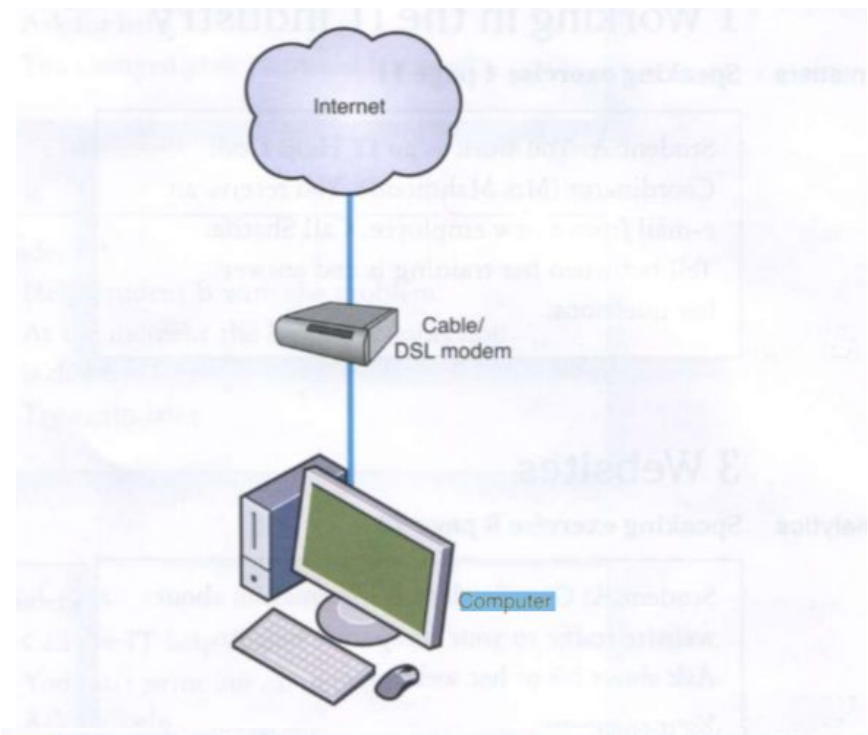
Student A

4 Help Student B with the problem. Change screen resolution?

Student B 4 Call the IT help desk. The opened page is too large for the screen.

Work in pairs. You are systems safety coordinators. You have already completed two inspections of the IT systems in QuickFix Ltd. The first inspection was about network security and the second about health and safety in a workplace. Your investigation shows that the company has very poor security and safety systems. Look at the pictures and make notes.

Based on the information in the pictures and your notes, present your report after the inspections. Student A: talk about health and safety in the workplace. Student B: talk about network security.





# Business Game

It is assumed that the training group is divided into 3-4 game groups of 4-6 players each. All game groups are given a separate design task. To ensure the work of game groups, a separate study room is required, equipped with appropriate visual aids and documentation. Each of the game groups needs to select 1-3 personal computers. Minimum Requirements - IBM compatible, supporting Windows 98 Windows XP operating systems.

Software requirements: Internet browser Netscape Navigator 4.0 or Internet Explorer 5.0; Microsoft Office, HTML editors (Hotdog, Dream Viewer ...), Java software packages, Java C compiler, Microsoft Visual Java ++ or Java Development Kit; graphics editors Corel Draw and Photoshop; integrated programming environments Delphi, C ++. As additional equipment: a printer (inkjet or laser), an A4 color scanner (preferably a slide scanner or a slide attachment).

## Requirements for the level of training of players:

- Knowledge and skills to work in the MS Windows operating environment (work with the operating system, office applications, graphic editors);
- Ability to create application applications in Delphi and C ++ software environments;
- Knowledge of the basics of Web design: work for Command Getway Interface (IIS, Apache), HTML, Java Script, Java;
- Skills of working with HTML (in the editors HTML, PHP4), Java Script, Java, Visual Java;
- Knowledge of the basics of the Internet, protocols of basic network services.

# Examples of tasks

**Task 1.** Create a website for the computer company "Compass", which should contain the following: logo of the company name, brief information about the company, addresses of the company's points of sale, price lists (or a link to them), a form of communication with the company where you can ask a question or leave a wish to the firm. Development is carried out in PHP4 and HTML languages.

**Task 2.** Create a site for the Drama Theater, which should contain the following: a brief history of the drama theater, the repertoire of the theater, the names of the performances and the time of their show, ticket prices, as well as addresses and phone numbers for which tickets can be ordered; performance reviews page. Develop in PHP4 and HTML languages



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